



Title I

School Improvement Plan

School	Sharp Creek Elementary School
Principal	Mr. David Jaye
Year	FY 24
Superintendent	Mr. Scott Cowart

Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents, and the community.

Comprehensive Needs Assessment Planning Committee

* A Parent Must Be Present at the Meeting

Name	Role
Jennifer Shirley	Director of Elementary Instruction
David Jaye	Principal
Sheanoka Almon	Assistant Principal
Amanda Driver	Instructional Coach/ Kinder & 1st grade Team Leader
Kaci Todd	MTSS Coordinator & 5th grade Team Leader & Parent
Dana Harman	Performance Leadership Coach
Jessi Fambrough	PTO President & Parent
Miranda Shadix	2nd grade Team Leader
Leslie Warren	3rd grade Team Leader
Julie Kelly	Media Specialist
Anna Ellis	Exploratory Team Leader
Bertie Wilbanks	ISC & Sped team Leader

1. Comprehensive Needs Assessment-1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

The staff members listed above used the following processes to complete the needs assessment from the 2022-2023 school data to develop the 2023-2024 School Improvement Plan: disaggregating data, analyzing data, reviewing perception data, creating the plan, receiving feedback from the plan, revising the plan, team meetings, discussions, redelivery to teams, monitoring of the progress of the plan, posting/reviewing the data in the data room, continuous review of the plan, and communicating the plan to other stakeholders of SCE. The team met once during the summer (June 1, 2023) for an all day planning session, this day was under the direction of Mrs. Jennifer Shirley. In addition, the team will continue to meet on the first Monday of each month throughout the school year to ensure we are progressing with the plan.

The result of the comprehensive needs assessment are:

Reading/Writing: Reading remains the greatest area of need for students at Sharp Creek Elementary School. Scores in 4th and 5th Grade ELA saw losses in percentages. Scores in 3rd grade need immediate attention in several areas. Wit and Wisdom (a newer reading program) is being used. We are continuing to see some gains with this program combined with stronger guided reading in lower grade levels. Milestone data for 3rd, 4th, and 5th grade writing is showing general increases this year with an increase averaging around 10% from last school years. Root causes appear to be related to student transiency (27% mobility rate), attendance (8% absenteeism), and the need for improved instructional strategies and resources relating to skill deficit areas.

Math: 4th grade math had gains this year, 3rd grade had a loss of 7% and 5th grade had a significant loss of 15%. Operations and Algebraic Thinking are consistently strengths in 3rd-5th grades. Measurement and Data are weaknesses for fourth and fifth grade. All grades show deficits in Geometry. Data shows there is a continuous need for instructional improvements.

In an effort to help mitigate many of these instructional needs, a Title 1 Paraprofessional will be hired to provide instructional support in early literacy acquisition for first grade. Also, in order to reduce class size in an effort to maximize instructional efficiency, we are utilizing Title I funds for a Kindergarten & First Grade Teacher.

Science: SCE did not have a change in performance, but is scoring less than the state.

Discipline: Behavior continues to be an area for improvement, as an increase in behavior incidents relating to classroom disruption has been reported in all grade areas.

Survey Data: Surveys were given to students, staff and parents during February and March of 2023. The data indicates a significant need to improve staff perception in how behavior and discipline is managed. The data also suggests that parents have a somewhat higher, favorable perception in areas of communication and school climate than teachers.

a. Academic Achievement Data

including demographic data,

GMAS results

SCES		Proficient + Distinguished				State 2023
		2019	2021	2022	2023	
3rd ELA		34%	30%	31%	23%	39%
4th ELA		40%	32%	44%	24%	36%
5th ELA		57%	34%	40%	36%	42%
3rd Math		52%	44%	46%	39%	46%
4th Math		52%	28%	47%	49%	46%
5th Math		52%	32%	37%	23%	37%
5th SC		56%	34%	37%	33%	40%

STAR

Star Reading Growth

	<i>Beg</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>
<i>1st</i>	0.5	0.9	1.2	1.6
<i>2nd</i>	1.6	1.9	2.5	2.9
<i>3rd</i>	2.4	2.7	2.9	3.2
<i>4th</i>	3.4	3.4	3.8	4.1
<i>5th</i>	4.5	4.6	4.9	5.2

Star Math Growth

	<i>Beg</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>
<i>1st</i>	0.8	1.3	1.5	2.0
<i>2nd</i>	1.6	2.3	2.6	2.7
<i>3rd</i>	2.5	3.3	3.6	3.9
<i>4th</i>	3.7	4.6	5.2	5.1
<i>5th</i>	4.9	5.3	5.2	5.5

Star Reading Milestone Predictor

	<i>Beg</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>
<i>1st</i>	24%	37%	40%	44%
<i>2nd</i>	29%	39%	47%	43%
<i>3rd</i>	23%	24%	25%	39%
<i>4th</i>	30%	32%	32%	30%
<i>5th</i>	34%	40%	40%	46%

Star Math Milestone Predictor

	<i>Beg</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>
<i>1st</i>	29%	54%	46%	40%
<i>2nd</i>	19%	42%	36%	35%
<i>3rd</i>	16%	36%	38%	37%
<i>4th</i>	30%	51%	65%	41%
<i>5th</i>	25%	35%	35%	25%

Star Reading SGP

	<i>Beg</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>
<i>1st</i>			48	55
<i>2nd</i>	30%	51	56	55
<i>3rd</i>	29%	32	46	50
<i>4th</i>	49%	49	62	56
<i>5th</i>	60%	56	58	65

Star Math SGP

	<i>Beg</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>
<i>1st</i>			44	60
<i>2nd</i>	25	40	45	53
<i>3rd</i>	17	52	65	68
<i>4th</i>	56	67	79	70
<i>5th</i>	62	66	59	48

Subgroups (Reading)

All	Black	Hispanic	Mult-Racial	White	Economically Disadvantaged	EL	SWD
56.84	40.35	54.9	42.29	65.08	55.38	36.95	32.1
55.9	42.15	53.1	46.95	64.3	49.1	13.35	31.75

Subgroups (Math)

All	Black	Hispanic	Mult-Racial	White	Economically Disadvantaged	EL	SWD
59.08	46.17	67.51	51.02	74.78	60.23	36.95	37.92
	46.75	60.4	53.25	63.35	53.94	26.65	39.05

School Reform Strategies

II. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will

- A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards; **Include your method of monitoring the effectiveness of your strategies throughout the school year.**
- B. Use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Include strategies used to identify and serve the gifted and talented.**

In addition to adding 2 teachers (Kindergarten & First Grade), supplemental work days will be added to our MTSS Coordinator (1) and Instructional Coach's (1) contract to allow for additional support for teachers and instructional and intervention needs. A family engagement coordinator will be compensated to provide general administration and communication of Title I engagement initiatives, schoolwide planning, implementation, and communication for all stakeholders.

Sharp Creek identified scientifically based strategies that have been effective in addressing our areas of weakness in ELA/Literacy, Math, Writing, and the academic performance of students with disabilities.

- A. Sharp Creek Elementary is providing opportunities for all children including subgroups of students. At SCE, we will increase the amount and quality of learning time by providing extended day tutoring, implementing extended learning time segments of instruction, and implementing teaching strategies introduced/reviewed during professional development sessions designed to support teacher growth thus impacting the quality of instruction. We are also monitoring teacher planning, class time management, high-impact strategies, and classroom management.
In an effort to address the needs of specific subgroups, we will also provide training for teachers related to addressing the needs of Students with Disabilities (co-teaching workshops). Skills and strategies identified within these learning opportunities will be expected to be utilized in planning and implementing instruction.
- B. SCE plans to use multiple methods and instructional strategies to strengthen the academic program and increase the amount of learning time for students. Programs and strategies like those listed below will enrich the curriculum and provide higher quality opportunities for all students.

- **Class size reduction**- Smaller class size allows teachers to better meet the needs of students who are at risk.
- **Extended day tutoring**- Creates additional learning time focusing on specific areas of need for at risk students.
- **Tutoring** during the school day- provides immediate intervention based on student need.
- **Collaborative planning**- Allows teachers to analyze data and make instructional decisions to help students who are at risk.
- **Professional development** on best teaching practices and technology integration- Focused and strategic professional development on best teaching practices and technology integration.
- **Guided Reading**-Teachers instruct students in small groups based on skill needs to maximize learning, including the purchase of Just Right Readers for fluency.
- Instructing students using Lexile level data at their instructional and independent level.
- **Phonics instruction**- Saxon Phonics provides building blocks for students to learn how to sound out words and read fluently; Learning A-Z will be purchased to supplement this initiative.
- **Math manipulatives** –The use of manipulatives allows struggling students to visualize concepts.
- **Walk to Interventions**- Students practice phonic skills missed based on where they scored on the phonics screener given to all 3rd, 4th, and 5th graders.
- **Integration of technology across the curriculum**- Provides a different modality for students to access information, produce information, learn information, and research information.
- **Computer software/interactive websites**-(**Renaissance, Reading A-Z, Reflex math** (Explore Learning), and other academic websites) - Provides practice and short lessons on curriculum topics. Many offer individualized learning paths.
- **ELA and Math Spiral Review**- Material is revisited repeatedly over a period of time.
- Targeted Skills Reading, Math, and Writing materials from Eureka math, and Wit and Wisdom - scaffolds instruction and student practice to help students master Reading, Math, and Writing standards using Illuminate (ELA, Writing, and Writing) and Edulastic (math).
- **STEM** hands-on activities - providing a lab for opportunities for students to experience the integration of Science, Technology, Engineering, and Math in a nontraditional setting
- Use of **Eureka Math and Wit and Wisdom** - All grade level teachers have been provided with curriculum, lesson plans, and literature books that they will utilize with their students this year. Professional Development will be provided throughout the school year.
- **Goal Setting** - Teachers will be required to set goals with students in both reading and math after each STAR Assessment and Review Days.
- **Flocabulary** - a general fluency software to improve mastery of all content areas.

C. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include—

1. **Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

Sharp Creek Elementary uses various instruments, procedures, and processes to obtain our information. Homeroom teachers are required to identify students using information from GMAS (Georgia Milestones Assessment System), SWD (Students with Disabilities) files, ELL (English Language Learners) assessments, MTSS (Multi-Tiered System of Supports) progress monitoring, EIP (Early Intervention Program) data collection,

Benchmark results, Reading fluency and comprehension scores from Renaissance STAR reading and math screener, student attendance data, CCRPI data from last year, discipline data, and perception data. Through the analysis of data, multiple factors are determined to impact student achievement and performance. As teachers and parents brainstorm root causes and potential strategies, non-academic supports are often considered.

The school counselors provide classroom guidance to all grade levels and address individual needs through one-on-one sessions and small social groups. The school counselors also facilitate implementation of career awareness lessons across grade levels, as monitored by administration. Willowbrooke, a local mental health facility, also has a therapist stationed at Sharp Creek to provide behavior guidance with identified students. When these services are noted as a potential resource for students, a referral is made to Willowbrooke to allow therapy sessions during the school day.

Additionally, students with consistent behavior concerns may participate in check-in/check-out daily. Students identified for this intervention are assigned a caring adult in the building with whom they “check-in” each morning and afternoon to discuss behavior goals, responses to situations, and daily progress.

Check-in/check-out procedures focus mainly on the PBIS structure in place in all classrooms in which students place their clip on a behavior chart throughout the day. Positive behavior results in a clip up. Negative behavior results in a clip down. By having discussions regarding student behaviors, consequences, and the end-of-day clip position, students checking in and out with an adult can speak the same language regarding behavior, expectations, and next steps. If this intervention is not effective, a more rigorous plan of support may be necessary. These plans are developed specifically for each individual student to support specific behaviors and guide the development of positive interactions through affirmation, clear expectations, and frequent and repeated reinforcement.

Another aspect of support in place at Sharp Creek are tutoring opportunities during and after school. Students in each grade level identified as below grade level on STAR Reading and STAR Math assessments will receive additional instruction in small groups or one-on-one with certified teachers. Instruction will focus on specific areas of weakness as identified through STAR testing, common assessments, and teacher-collected data.

2. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)

During FY 24, as part of the district’s **Future Focused Awareness** Priority Expectation, students will be introduced to the Student Essentials which will teach our students to be resourceful, reflective, resilient, and responsible. Additionally, these monthly lessons are designed to target college and career awareness, social skills for success, and positive climate. Sharp Creek also uses monthly future-focused skills to facilitate instruction and reinforcement of necessary habits, such as hand-shaking, punctuality, and collaboration. The student essentials are founded on the following 7 tenets: Exhibits Self-Awareness, Embraces Collaboration, Utilizes Critical Thinking Skills and Creativity, Practices Self_management, Models Good Citizenship, Communicates Effectively, and Demonstrates a Goal-Oriented Mindset. Student Essentials were created with the 21st Century Learner in mind and the 4C’s (communication, collaboration, critical thinking, and creativity). These monthly lessons are designed to target college and career awareness, social skills for success, and positive climate. Sharp Creek also uses monthly future-focused skills to facilitate instruction and reinforcement of necessary habits, such as hand-shaking, punctuality, and collaboration.

A school-wide Career Day will be held in May of each year. Presenters from a variety of careers will be invited to Sharp Creek to teach students (Pre-K through 5th grade) about their careers.

3rd, 4th, and 5th graders will take visits to various educational institutes, including the University of West Georgia (5th), Temple High School (4th), and West Georgia Technical College(3rd).

3. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

PBIS was implemented at Sharp Creek Elementary in 2018-19. Sharp Creek fully implemented the program by adding a school wide behavior clip chart to the behavior matrices to help with classroom procedures, consistent incentives, clarified expectations, and clearly communicated parameters. Points assigned through the clip chart and accumulate as the year progresses, allowing students to meet specific predetermined goals. PBIS provides great support of academic and behavioral goals for all students and allows SCES to communicate progress daily. Students are able to spend their points in the “Sharpie Shoppette” (This is a store meant for teachers and students that allows them to shop for items they want according to their reward points).

Interventions and supports for students in need of academic and behavioral scaffolding are determined and managed through the Multi-Tiered System of Supports (MTSS). Because many of the students at Sharp Creek are in need of specific instructional intervention, the school has designated a teacher on assignment to act as the MTSS Specialist, a teacher leader who organizes, manages, and monitors meetings and data to ensure fidelity to each plan and the progression of the process. Classroom teachers identify students in need of additional supports through multiple types of data (classroom performance, STAR data, etc.). Students determined to need intervention enter Tier 2. An intervention is selected, implemented, and monitored by the teacher. If no progress is noted, the MTSS Specialist meets with the school-level team to determine if there is a need to proceed to Tier 3. If so, the student enters a more intense level of intervention with increased frequency and focus. Data is collected weekly and recorded in Infinite Campus. The parent is involved at this level of intervention, contributing to plan development, reflection, and next step planning. The MTSS Specialist is integral to the organization and communication of the plan and meetings, and she offers expertise and non-partial recommendations to parents and teachers to help support students.

Beyond MTSS, students may also receive support through EIP, a program designed to help remediate students who have been unable to perform on grade level as evidenced on Georgia Milestones, grade-level assessments, or other forms of evaluation. Students who meet the criteria for EIP services are served in two models at Sharp Creek. Those two models are innovative and pull-out. Innovative is a model that reduces class sizes to give more of a beneficial student to teacher ratio. Pull-Out is where students are receiving 45 minutes in small group instruction in their served area.

For the 2023-2024 school year, Sharp Creek Elementary will be able to provide students with two Intervention Specialists to work with students on both behavior and academic progress.

4. **Professional development and other activities** for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

Sharp Creek provides multiple ways for teachers and staff members to learn and grow professionally. Many teachers seek out instruction through the local RESA or similar agencies who provide goal-related courses focused on individual needs. Most professional learning opportunities are directly related to the Needs Assessment and pertain to specific action steps developed in the plan. Opportunities for professional learning through outside agencies are ongoing and include topics such as:

Professional Learning Plan



Carroll County School System Sharp Creek Elementary School Professional Learning Plan 2023-2024

The purpose of this document is to outline your school's professional learning focus for the 2023-2024 school year. It codifies the expectation and dates for professional learning at your school. Please refer to the [District PL plan](#) to ensure school-level alignment.

Goal Area 1: Student Achievement				
Initiative	Goal	TKES Standards	PL Activities & Methods	Evaluation
The Science of Reading	Increase Median SGP for students as measured by STAR Data	1, 2, 3	On Sight Professional Development delivered by Christl McLendon on the following dates: 08/14, 09/13, 10/25, 11/15, 01/10, 02/14, 03/13, & 04/10	Weekly Saxon Phonics Assessments in K-2; Weekly Assessments in 3-5 Walk-to Intervention Classes
The Science of Reading	Reduce Grade Equivalency Gap for 3-5 students by 20%	1,2,3	Walk-to Intervention Debriefs lead by the Instructional Leadership Team (Jaye, Almon, Driver, Todd) after each cycle of lessons to discuss assessment data and make necessary group adjustments	Weekly Assessments in 3-5 Walk to Intervention Classes and Debrief with Walk-to Intervention Teachers
Mathematics	Maintain 60% SGP in math growth for students in grades 3-5	1,2,3,5,6	On Sight Professional Development delivered by Gretta Harris and/or Aleja Turner on effective and efficient spiral review processes to formatively assess student mastery and make necessary instructional adjustments (second Wednesday of September)	Edulastic spiral review data, Illuminate CA data
District STEM Training & Certification	Acquire District STEM certification as measured through ELEOT observations	1-8	Selected teachers will complete district STEM certification; school will model STEM initiatives and best practices; on sight professional development delivered - 9/13, 11/15, 2/7	ELEOT observation tool with average score exceeding 2.9

Goal Area 2: Stakeholder Engagement and Loyalty

Initiative	Goal	TKES Standards	PL Activities & Methods	Evaluation
Climate & Culture Improvement Plan	Improve school climate and culture	7,9,10	Sunshine Team and PBIS team will meet on the first Monday of each month to develop, implement, monitor, and adjust the SCE Climate Improvement Plan	Stakeholder survey data and Team Meeting minutes outline glows, grows and necessary adjustments
SEW	Increase number of teachers trained in Capturing Kids' Hearts	7	Summer training available for 8 teachers (2-day, multiple date options)	Completion of 2-day program for selected teachers
SEW	Become a National Showcase School for Capturing Kids' Hearts	7	Coordinating efforts through a lead teacher, provide development opportunities monthly during administrative planning (first Wednesday of month) to prepare all teachers to successfully be recognized as National Showcase School	Satisfactory teacher, student attendance; satisfactory student behavior; aligned SEW classroom norms

Goal Area 3: Efficient and Effective Organizational Processes

Initiative	Goal	TKES Standards	PL Activities & Methods	Evaluation
Schoolwide Discipline Plan	Improve Staff Perception of Discipline Management at SCE	7,9,10	Development Opportunities lead by Jaye/Almon to codify an explicit discipline plan and policy to support teachers and their response to student behavior, when PBIS initiatives have been unsuccessful	School Wide Discipline Data and Stakeholder Surveys
Schoolwide Process & Procedure Handbook	Improve school level processes and procedures to improve efficiency and effectiveness of functional, day-to-day operations	7,9,10	Through surveys, questionnaires and the the SLT, work to codify the first SCE operational handbook - SLT meetings will drive the process (first Monday of each Month)	Teacher and Staff Survey Feedback & SLT Meeting Minutes

Goal Area 4: Continuous System and School Improvement

Initiative	Goal	TKES Standards	PL Activities & Methods	Evaluation
Tiered Mentorship & Teacher Development Program	Improve Teacher Retention and recruitment Processes	1-10	Last Monday of Every Month - Mentorship PD for Mentors / Mentees Aug: Parent Communication - Sept: STAR & Instructional Adjustment - Oct: Small Group Study - Nov: Report Cards & Progress Monitoring - Jan: the 12-week plan - Feb: The Final STAR - March - Remediation & Student Retention	Teacher retention and recruitment data

In an effort to support and assist all staff members, professional learning at Sharp Creek goes beyond external courses and is often job-embedded. Just-in-time professional development occurs often and helps develop sustainable improvement efforts. District-wide initiatives also help determine professional development activities and allow Sharp Creek to utilize a framework of learning to address the specific needs of the teachers and staff members in the school. Internal staff development is provided by the school and school district. District instructional coaches and support personnel will also provide professional learning in specific district initiatives and areas of need. Teachers will participate in professional learning both during the school day and outside school hours, requiring the use of substitute teachers on certain occasions. Topics for internal professional learning will include, but not be limited to, grade level content collegial planning, direct instruction on planning, time management, high-impact strategies, and teaching in emotional poverty.

Beyond typical professional learning, Sharp Creek will be utilizing a 4-week data cycle in which to embed training on how to utilize data in real time to determine effective groupings, develop appropriate instruction, set goals, and monitor progress and program effectiveness. Teachers will be selecting the metrics with which to examine progress and learning how to analyze data with a solution mindset.

In addition to teacher professional learning, paraprofessionals will have a monthly meeting. The topics for instruction will be related to instructional issues or points of improvement with Sharp Creek.

5. Strategies for assisting preschool children in the transition from early childhood education (**elementary schools only**). **Middle Schools will indicate an N/A.**

It is important to prepare students entering our school for the experiences of moving from level to level and from one school to another. Various transitional activities are in place at Sharp Creek to support the transition. Each Summer, all parents of upcoming Pre-Kindergarten students are invited to attend an orientation meeting. Pre-K Orientation for the 23-24 school year was scheduled for August 3rd by appointment. The goal of the meeting is to share expectations for the newest students and provide reassurance to parents. Parents are given an opportunity to ask questions and tour the school.

Additionally, all fifth grade students are given an opportunity to attend an orientation at their given middle school within the county along with their parents. During this orientation, students and parents will get to hear and ask questions about all of the academic and extracurricular programs and activities. Additionally, rising 6th grade students are provided bus transportation to visit their middle school during May field trips from Sharp Creek Elementary.

Students entering from private schools, home schools, or other public schools are given a tour of the school by our registrar, counselor, or a student leader. They are given registration packages that contain information from the first day of school.

3. **Evaluation of the Schoolwide Plan—34 CFR 200.26**

III. The Title I Schoolwide Plan Sec. 1114(b)(1-5) **is developed during a 1-year period**, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

a. Address the regular monitoring, the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

The Comprehensive Needs Assessment Planning Committee and the School Leadership Team will meet on a quarterly basis (October, December, March, May) to discuss data, results, and the progress of the Title 1 Schoolwide Plan.

b. Determining whether the schoolwide plan has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

There have been mixed results in improving academic mastery, based on the FY23 schoolwide plan, with dramatic improvements in certain areas such as 4th grade mathematics and grades 3,4,and 5 writing performances. However, there is still a targeted need to improve literacy mastery across all grade levels; the FY24 schoolwide plan has been designed to address these needs.

c. Explain how the Schoolwide plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

The schoolwide plan will be addressed during each quarter (October, December, and March) and will be reviewed by the school improvement team. During these meetings, team members will discuss areas of concern, make necessary changes, and continue to monitor student mastery and progress.

4. ESSA Requirements to Include in the Schoolwide Plan-Section 116(b)(1)

a. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Each year SCES surveys parents, students and staff to gather information about Sharp Creek Elementary. This information is used to guide the School Improvement Team in developing a School-Wide Title One Plan. In addition, SCES holds a Parent and Stakeholder Input Meeting to gather direct feedback from parents on the School-Wide Title One Plan, Title One Budget, School Compact and Parent and Family Engagement Plan. We also routinely survey parents about different opportunities for them to be involved in our school and continue family engagement activities to promote school/community partnerships. To match up parent involvement opportunities with our process for monitoring and adjusting our schoolwide plan, parents will have an opportunity to provide direct feedback throughout the year, with a particular emphasis on the weeks preceding the October, December, and March improvement meetings.

5. Schoolwide Plan Development-Section 1114(2)(B) (i-iv)

a). Is developed during 1 year; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

As previously written, the school improvement team will address the schoolwide plan on a quarterly basis, with an emphasis on monitoring, adjusting, and implementing targeted efforts to improve student skill and mastery. These meetings are set in October, December and March.

B.The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in The Title I Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Sharp Creek developed their school-wide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan and stakeholders impacted by the improvements planned. Those involved included the 23-24 School Leadership Team, parents, district office personnel, contracted experts in the field of school improvement, and school administrators. During initial stages of planning, stakeholders were involved in summer meetings to review the school-wide improvement

plan, review general data, and make broad suggestions. Input became more specific and detailed at the June meeting in which a specific, intentional plan was developed.

Parents and stakeholders were given opportunities to continue to review the plan and provide input during the School Leadership Team Meetings or any time throughout the year. A PTO team meets in September, October, December, January, February, March, and April of the year with the administrative team to discuss topics pertaining to school. These meetings will devote specific time to the improvement efforts of the school and parent/stakeholder input related to instruction, communication, and student performance. Revisions to the plan will be made based on the outcome of discussions and regular review of data.

The SCE Annual Title I meeting was released on September 14, 2023 to review the plan and the data, research, and input collected to develop the plan. The School Leadership Team will continually monitor the implementation and progress of the plan through monthly meetings, designating one meeting per month to discuss action steps and progress. All stakeholders will also have opportunities to continue to contribute and monitor this plan through scheduled Title I events. Additionally, grade-level teachers attend weekly meetings to monitor both grade level and individual student progress and reflect on strategies and interventions.

c). Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

Input on the plan was collected formally September 14, 2023 at 6:00pm at the Title I Input Meeting and at the SCE Annual Title I meeting on September 14, 2023 at 5:30 pm. Administration reviewed the plan and the data, research, and input collected to develop the plan. The School Leadership Team will continually monitor the implementation and progress of the plan through monthly meetings, designating one meeting per month to discuss action steps and progress. All stakeholders will also have opportunities to continue to contribute and monitor this plan through scheduled Title I events. Additionally, grade-level teachers attend weekly meetings to monitor both grade level and individual student progress and reflect on strategies and interventions.

d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The comprehensive schoolwide program plan is made available to the LEA, parents, and the public in a variety of ways. The plan is posted on the school's website, made available to the LEA, posted in the Parent Center, and made available to parents at parent meetings, family events, and posted on the school facebook page.

The Georgia School Report Card and the College and Career Readiness Performance Index (CCRPI) reports are available to the public on the website of the Georgia Department of Education- a link to which is on the school website. The School Improvement Plan and Balanced Scorecards, which includes disaggregated data, are available to the public on the Carroll County School System e-board website. Sharp Creek has a data room that displays disaggregated data from the state assessment to share with parents, community members, and faculty and staff. Additionally, meetings are held in the data room to review and discuss data on a continuous basis. Teachers also view data vertically so that a better understanding of the upcoming students can be achieved and planning for instruction can occur. The outcome of these data meetings is instructional plans that address the

needs of students. These plans are communicated to parents and other stakeholders through Title meetings, social media (for celebrations, large scale initiatives), SST/EIP meetings, and individual parent meetings. Additionally, documents are translated and interpreters are engaged for meetings with non-english speaking parents.

When determining how best to communicate concepts and plans, Sharp Creek administration and teachers work to provide visual representation in addition to textual explanation to convey the need for change or improvement. Additionally, SCE works to provide communication in multiple formats, including electronically, on paper, and through videos/phone calls.

e). Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

The schoolwide plan is developed in coordination with the local School Improvement Plan, with instructional and operational priorities and initiatives that are aligned with all local, district, state, and federal expectations for school improvement.

Define how your interventions are evidence-based or other effective strategies to improve student achievement. Sec. 1111(d)(B)

		Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	

Reducing Class Size	All Content Areas	x				https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf
Extended Learning Time	All Content Areas	x				https://ies.ed.gov/ncee/edl/abs/regions/appalachia/pdf/REL_2014061.pdf
Reflex Math	Math	x				https://www.reflexmath.com/research
Eureka Math	Math	x				https://mail.google.com/mail/u/0/#inbox/QgrcJHsBmGnhpGvWcVprdmJOmlcZKPGwwdg
Renaissance Learning	Reading / Math			x		https://ies.ed.gov/ncee/wwc/Study/81989
Learning A-Z	Reading		x			https://www.readinga-z.com/helpful-tools/research/ https://ies.ed.gov/ncee/wwc/InterventionReport/211
Edulastic	Math		x			https://library.oapen.org/bitstream/handle/20.500.126.57/42910/2020_Book_AnticipatingAndPreparingForEme.pdf?sequence=1#page=96
Saxon Phonics	Reading			x		https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&context=etd
Wit & Wisdom	Reading		x			https://www.doe.mass.edu/odl/e-learning/curate/content/index.html#/lessons/oqiSZgPWqLA6G2Qg30UuJg5wgR087anC
IXL	All Content Areas	x				https://www.ixl.com/research/Impact-of-IXL-in-Beaverton.pdf
Just Right Readers	Reading	x				https://informedliteracy.com/the-science-of-reading-and-leveled-readers/
Flocabulary	All Content Areas		x			https://flocabulary.s3.amazonaws.com/pdfs/flat/the-w

						ord-up-project-research-bas e.pdf
--	--	--	--	--	--	---

Title I Budget Crosswalk

List all expenditures in your Title I Budget and specify the page where it is located. You should only include items you purchase with the FY 24 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
Instructional Support Paraprofessional (1)	4 & 7	Strong
Class size Reduction	4 & 7	Strong

Teachers (2): Kindergarten & First Grade		
Supplemental Work Schedules: MTSS Coordinator (1) & Instructional Coach (1)	6	Strong
Family Engagement Coordinator	6	Strong
Edulastic	7	Moderate
IXL	7	Strong
Learning A-Z	7	Strong
Reflex	7	Moderate
Wit & Wisdom	7	Promising
Eureka	7	Promising
Flocabulary	7	Promising
Just Right Readers	7	Strong

Title I Carryover Budget Crosswalk

(Budget not allocated as of 10/02/23)

(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan). This will be added after you receive carryover funds.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence

--	--	--

**You will need to resubmit your Title I Schoolwide Plan if you add additional items to your Carryover Budget that are not included in the original Title I Budget

** Add your **assessment results** as an appendix if you did not insert them earlier.

☐ This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. A review of the plan will be conducted as student achievement data is reviewed throughout the year.

David Goye

Principal

10.2.23

Date

Kaci Todd

Title I Specialist

10.2.23

Date

Director of Federal Programs

Date

Superintendent

Date